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COMMUNITY EDUCATION PROJECT, A REPORT TO THE ROSENBERG FOUNDATION.

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A 3-YEAR COMMUNITY EDUCATION PROJECT WAS UNDERTAKEN IN SOUTHEAST SAN DIEGO, A CITY WHICH IS CHARACTERIZED BY A LARGE MINORITY GROUP POPULATION, LOW INCOMES, HIGH UNEMPLOYMENT, AND JUNIOR HIGH SCHOOL EDUCATIONAL MEDIAN. ADULT EDUCATION CLASSES WERE POORLY ATTENDED IN THE AREA. CREATIVE MOTIVATIONAL TECHNIQUES WERE MADE POSSIBLE BY FOUNDATION FUNDING, A SKILLED COMMUNITY COORDINATOR, CITIZENS ADVISORY COMMITTEE, AND COMMUNITY INVOLVEMENT. THESE TECHNIQUES INCLUDED AN "ADULT EDUCATION SUNDAY" IN LOCAL CHURCHES, A WELFARE CLASS IN BASIC EDUCATION FOR UNEMPLOYED FATHERS, TALKS BY THE COORDINATOR TO PTA'S, CHURCH GROUPS, LABOR UNIONS, PUBLICITY IN THE NEWSPAPERS, HOME CALLS BY VOLUNTEERS, DECENTRALIZED CLASSES AT ELEMENTARY SCHOOLS, A MEANINGFUL CURRICULUM, A LITTLE THEATER, DANCE AND ART CLASSES, ENCOURAGEMENT OF LIBRARY USE, AND AN AMERICAN NEGRO HISTORY CLASS. AN OBJECTIVE EVALUATION OF THIS KIND OF PROJECT IS DIFFICULT, BUT THERE WAS A STEADY RISE IN ADULT SCHOOL ATTENDANCE AND A STEADY INCREASE IN CERTIFICATES AND DIPLOMAS ISSUED BY THE ADULT SCHOOL. THE PERSONS INVOLVED IN THE PROJECT WERE INTERVIEWED FOR A SUBJECTIVE EVALUATION. THE MOST SUCCESSFUL MOTIVATIONAL TECHNIQUES INVOLVED PERSON-TO-PERSON CONTACT, SUCH AS HOME CALLS. A POSITIVE EVALUATION OF THE WORTH OF THIS KIND OF PROJECT IS SHOWN IN ITS EXTENSION AS A FEDERALLY FINANCED PROGRAM. (EB)

ED011094

COMMUNITY EDUCATION PROJECT

A Report to the

ROSENBERG FOUNDATION

Submitted by
THE DEPARTMENT OF ADULT EDUCATION
San Diego City Schools
June 1966

"THE SAN DIEGO UNIFIED SCHOOL DISTRICT IS SPONSORING A PROJECT TO IMPROVE THE EDUCATIONAL AND CULTURAL LEVEL OF FAMILIES IN BLIGHTED AREAS. . . WE ARE DOING WHAT WE CAN FOR THE CHILDREN; NOW IT SEEMS NECESSARY TO MOTIVATE THE PARENTS". . . from application for grant, September 1962.

AC 000 035

COMMUNITY EDUCATION PROJECT

A Report to the Rosenberg Foundation

Submitted by

The Department of Adult Education
San Diego City Schools

Board of Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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June 1966

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FOREWORD

The San Diego City Schools express appreciation to the Rosenberg Foundation of San Francisco for granting financial assistance for a Community Education Project designed to encourage adults in the low-income areas of San Diego to take advantage of cultural and educational opportunities.

The Rosenberg Foundation is a philanthropic organization established in 1936. It was created by the terms of the will of Mr. Max L. Rosenberg, a native Californian and successful businessman with broad interest in the youth of our country. During his lifetime he gave generously in support of human betterment and in his will provided for continued application of his fortune to this objective by endowing the Foundation and by giving its directors wide powers of discretion in the administration of its funds.

In 1935, the Board of Education of the San Diego Unified School District began an intensified adult education program in San Diego's southeast section, which is the city's low-income area. Enough success was experienced to indicate the advisability of an experimental program to research the needs of the adult community for an even more expanded education program. Preliminary evidence had proved that the educational level of individuals directly affected their aspirations, activities, cultural desires, and their involvement in community affairs. It was also discovered that many adults failed to recognize or admit their educational needs, while others felt that the fulfillment of these needs was hopeless. The experimental Community Education Project attempted to bridge these gaps.

The purpose of the project was to work with parents and with other adults in an effort to create an atmosphere with cultural and educational emphasis and to increase the number of years of school completed by adults. These adults, in turn, could be expected to encourage the children and youth. Rosenberg funds were used to appoint a community education coordinator whose job it was to plan and direct project activities.

The accomplishments of this three-year project which began in January of 1963 indicate encouraging possibilities for increased educational and cultural development by individuals in low-income areas. The report should serve as a guide for the future and encourage educational and civic leaders in other large cities to give special attention to adult education in depressed areas.

Kenneth S. Imel

Kenneth S. Imel
Director of Adult Education
San Diego City Schools

Why The Community Education Project?

Missing Students: An Adult School Challenge

The Adult Education Division of the San Diego City Schools was justly proud that of the 6,914 high school seniors who received diplomas in June of 1962, 968 (or one out of six) were graduated from adult high school. But statistics gleaned from public and private agencies in the community illuminated an area of the adult education program which called for creative, corrective action. Charted and graphed in many possible combinations, these statistics revealed that . . .

ADULTS MOST IN NEED OF SCHOOLING

WERE NOT TAKING ADVANTAGE OF OPPORTUNITIES

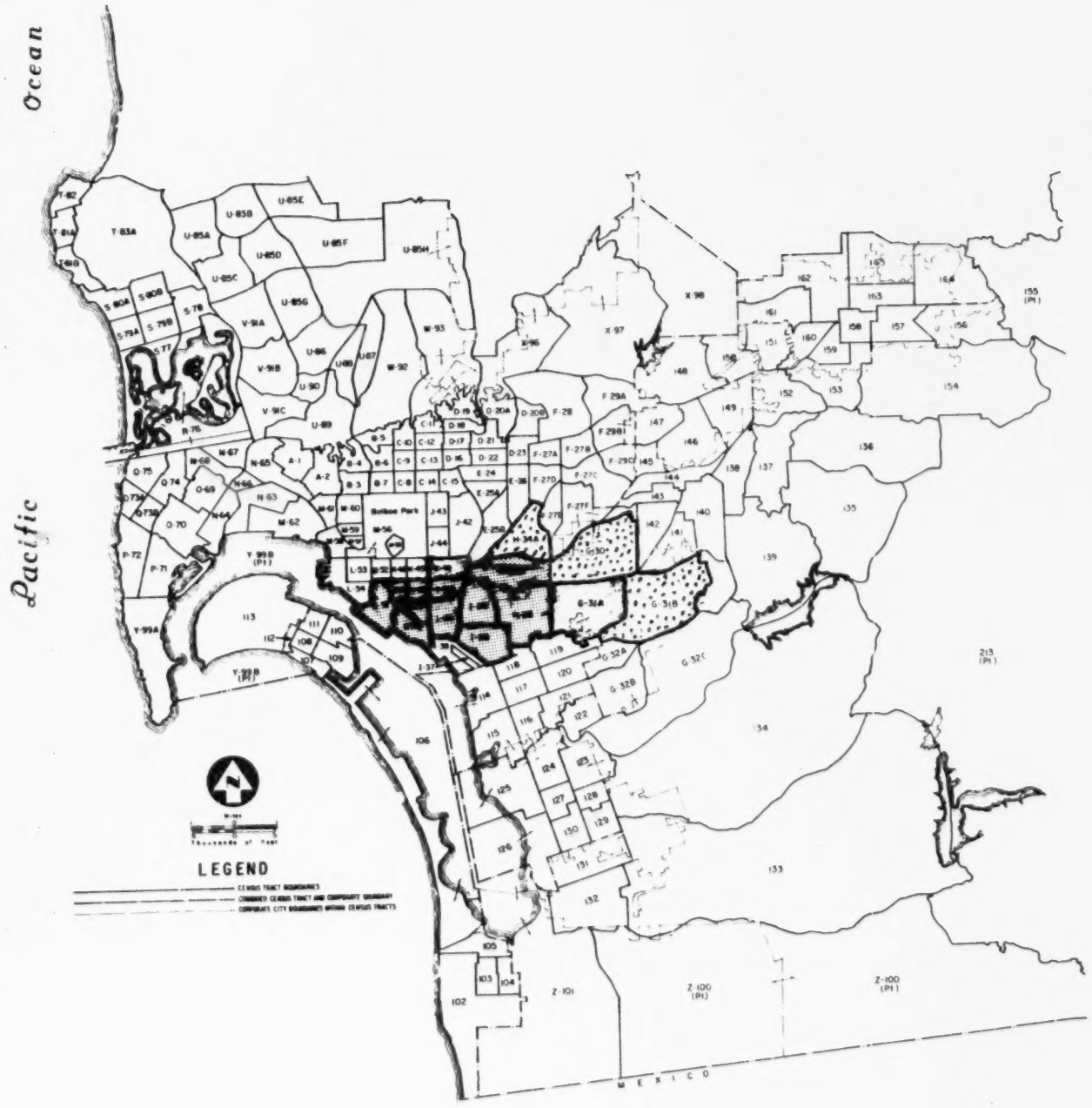
OFFERED BY ADULT EDUCATION.

These adults were largely concentrated in southeast San Diego, an area characterized by:

- A large minority group population which had increased threefold between 1950 and 1960 according to the census.
- Low family incomes; many at the poverty level.
- High unemployment.
- An education median at the junior high school level.
- A lack of cultural activity.

CENSUS TRACT OUTLINE MAP

San Diego and Vicinity



The area served by the Southeast Adult School where the Community Education Project concentrated its efforts is shaded on the census tract outline map.

Throughout the report, this adult school attendance district is referred to as the "project area."

HIGH NONWHITE; POVERTY

MEDIUM HIGH NONWHITE; NO POVERTY

INSIGNIFICANT NONWHITE; NO POVERTY

The Southeast Adult School concentrates classes at three centers: Morse in census tract G-31-A, Lincoln in H-33, and Memorial in I-39. Some classes are also decentralized in elementary schools, churches, and other centers of community activity.

The Disturbing Statistics

CENSUS BUREAU STATISTICS: The U.S. Bureau of Census 1960 final report showed that some 91,919 persons, or less than 10% of San Diego's population, lived in the areas shaded on the map on page 2. Yet, 77% of the city's Negroes and 34% of its citizens of Mexican descent were concentrated here. Twenty-nine per cent of the adults in the area had completed less than elementary school and 71% lacked a high school diploma. The average family income was $4,766. Unemployment of male civilian workers according to ethnic background was Mexican, 12.7%; nonwhite, 11.9%; white, 11.8%.

WELFARE DEPARTMENT STATISTICS: Of the county's 4,000 families receiving "Aid to Needy Children," (ANC), 50% lived in these census tracts. The average age of ANC recipients was 32—a peak employment age. A sampling of 200 ANC families showed that the average educational attainment was 7.5 years schooling.

Educational Attainment of ANC Sample (Total 200)

Highest Grade Completed	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Number	3	0	1	5	5	4	15	12	19	30	28	33	36	5	3	0	1

SCHOOL DISTRICT STATISTICS: Basic education classes, specialized classes for credit toward high school diplomas, and self-improvement adult education classes in the southeast area were poorly attended compared to classes at the city's other adult schools. The table below compares courses offered at the Southeast Adult Centers in the spring of 1963 with courses offered by an adult center serving an area with comparable population density. The figures following the department headings indicate the number of different subjects offered by each department and the total number of classes offered. The figures are especially significant when it is understood that the policy of the Department of Adult Education is to make any classes available for which there is sufficient interest and demand.

SOUTHEAST ADULT CENTER

Americanization	4 subjects,	26 classes
Art and Crafts	4	4
Business Education	10	17
Civic Education	1	2
History	3	3
Homemaking	6	12
Parent Education	2	3
Industrial Arts	4	4
Language and Speech Arts	7	15*
Mathematics and Science	4	8
Music	1	1

* Six were basic education classes.

ADULT CENTER IN OTHER AREA

Americanization	5 subjects,	8 classes
Art	2	9
Business Education	15	26
Civic Education	3	5
History	3	5
Homemaking	8	18
Parent Education	3	14
Industrial Arts	7	9
Language and Speech Arts	12	19
Mathematics and Science	7	7
Music	5	8

The Deeper Problem

Meager adult school attendance was but a symptom of the many ills which beset San Diego's southeast section—ills which caused governmental and private agencies to pour monies and energies into providing the extraordinary services the area required.

ELEMENTARY AND SECONDARY SCHOOLS

Because children emulate parents, undereducated adults were raising youngsters who were uninterested in becoming educated.

- Teacher turnover rates were highest in the city. Requests for transfer cited discipline problems plus the fact that the children "wore teachers out" by constant demands for attention.

- A disproportionate percentage of the schools' special services were concentrated in southeast schools, with little measurable results.

- School vandalism was high.

- Southeast schools listed 20% of the city's dropouts.

- Of the southeast area's high school graduates, 20% fewer went to college than did graduates from the system's other schools.

Statistics and observations on pages 3 and 4 are largely taken from Community Survey: South Central San Diego, written and researched by John W. Johnson, the project's first coordinator. The Community Survey was sent to the Rosenberg Foundation and used to evaluate the project area's educational and cultural needs.

SOCIAL SERVICE AGENCIES

Because an unemployed or underemployed father does not command respect, family life was eroded.

- Illegitimacy rates were high and divorces frequent. Women saw little advantage to be gained from marriage.

- Fathers deserted families they could not support. It was not unusual for more than one family to share a dwelling.

- Disease and infant mortality rates were above the city average.

CITY GOVERNMENT SERVICES

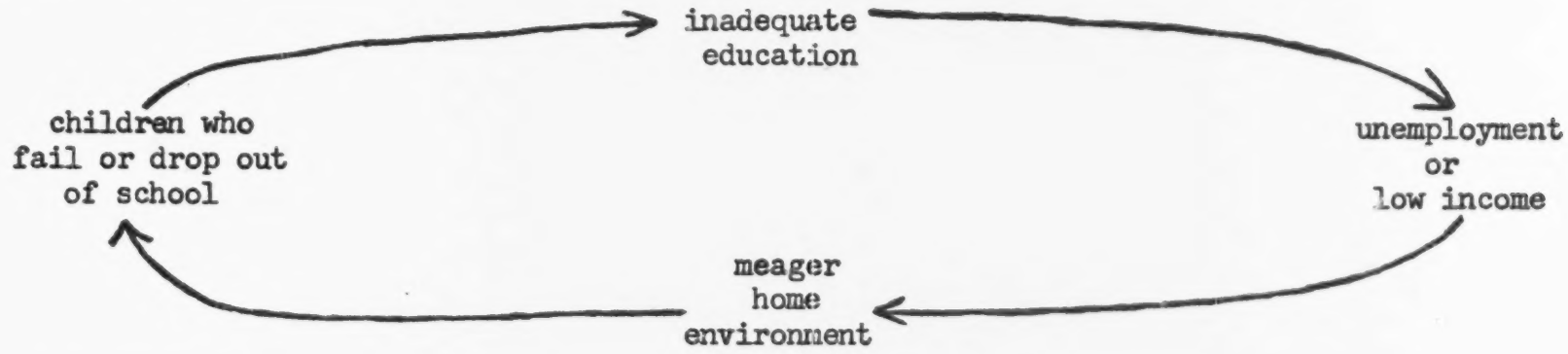
Because low-income families were concentrated in the southeast area, housing and living conditions were often substandard.

- Property tax recovered from the area reflected a low assessed valuation, while the cost of governmental services (police, fire) were high.

- Low rents and nondiscriminatory housing practices drew undereducated and potentially underemployed newcomers to the southeast area.

The Community Education Project

All of the southeast area's ills were interrelated. Meager home environments - poor academic attainment - dropouts - unemployment - delinquency: all are links in the so-called vicious circle that constricts the poorer people in our culture.



The school district was attempting to break the circle at the school child's level. Special services (psychological, social, nursing and counseling) had been increased in the area's schools. Ready to be launched in January of 1963 was a pilot compensatory education project involving three elementary and two junior high schools in the poorest, most densely-populated southeast section.

THE DEPARTMENT OF ADULT EDUCATION DETERMINED TO BREAK THE CIRCLE AT STILL ANOTHER LEVEL - THE ADULTS'.

To this end, the department prepared plans for a Community Education Project to:

1. Integrate individual adults and families into community life and to increase participation in extracurricular school activities at each level.

2. Raise the cultural level of adults to a point where they encourage their children to take full advantage of their educational opportunities, take pride in their particular heritage, and seek personal improvement.

3. Create an interest among the adults of the community in raising their own educational level through adult education and other instructional offerings of other appropriate agencies.

4. Encourage individuals in the community to participate in community activities of organizations and civic groups such as Y.M.C.A., Y.W.C.A., Boys' Club, churches and other groups seeking the advancement and improvement of their members.

- continued

5. Help minority group members to enter in greater numbers civic and cultural groups established in the community.

6. Increase individual and family participation in government, including voting, precinct work, running for office, etc.

7. Increase interest in job training through adult education programs at appropriate levels of interest and ability.

8. Work with community newspapers in encouraging personal improvement among residents in the area.

9. Encourage individuals and families to subscribe to and <u>read</u> local papers, national magazines, books, etc.

10. Encourage the use of community public libraries, museums, art and music offerings, etc.

The preceding pages have underscored the need for the Community Education Project.

Project essentials are outlined on pages 7 to 12. Individual project activities are described and evaluated on pages 13 to 39.

Community Education Project Essentials

Conventional methods had not motivated southeast San Diego's undereducated adults - four years behind the city average in schooling and subsisting on $2,000 a year less than the average city family - to seek the available education which would raise their aspirations and the aspirations of their children.

Clearly, fresh creative techniques were needed to implement the Community Education Project's ten points. To develop these new motivational methods, the Department of Adult Education determined that the project must include the following essentials:

- FOUNDATION FUNDING, since it was considered neither feasible nor appropriate for the school district to promote school attendance.

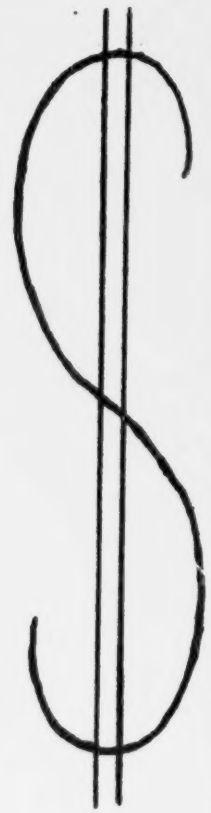
- A COMMUNITY EDUCATION COORDINATOR skilled in working with minority groups (which includes the poor of all races), in counseling, and in public relations.

- A CITIZENS ADVISORY COMMITTEE to serve as liaison between the project and the community and to contribute time, knowledge and ideas to the project.

- COMMUNITY INVOLVEMENT in project activities so that all influential groups in the community - churches, service clubs, public and private agencies - would cooperate to make the project a success.

COMMUNITY EDUCATION PROJECT BUDGET

From Rosenberg Foundation Funds	1963	1964	1965
Community Education Coordinator (includes mileage, $25 per month)	$9,500	$9,500	$9,910
Full-time secretary ($3,600 per year for 1½ years)	3,600	1,800	-0-
Miscellaneous (brochures, telephone, etc.)	300	300	910
Printing report at end of project	-0-	-0-	1,980
TOTAL	$13,400	$11,600	$12,800



From San Diego Unified School District Funds	1963	1964	1965
Secretary (see above)	$ -0-	$ 1,800	$ 3,600
Office facility (newly constructed)	10,000	-0-	-0-
Office equipment	900	-0-	-0-
Instruction, administration, supervision, and other costs of present program in area (Memorial, Lincoln, and Morse Adult Schools)	133,000	143,000	153,000
Instruction, administration, supervision, and other costs of program in area (San Diego Adult School - share for minority groups)	110,000	110,000	110,750
Additional instruction not included above	1,000	3,000	5,000
Share of salaries for director, supervisors, etc. (1/6 of each)	6,000	6,000	6,000
Books for additional instruction as a result of program with foundation grant, Americanization and elementary education	200	1,000	1,500
TOTAL	$261,100	$264,800	$279,850

Foundation Funding

The Rosenberg Foundation of San Francisco granted the San Diego Unified School District $37,800 for a three-year Community Education Project to begin in January of 1963. For the first year $13,400 was released, with $11,600 and $12,800 for the second and third years held contingent on satisfactory progress reports.

WHY THE ROSENBERG FOUNDATION?

The Rosenberg Foundation, concerned about the welfare of children and youth, had a philosophy which recognized that educating parents to bridge the gap between the deprived culture and the dominant culture of United States society would directly benefit the children.

Too, the Rosenberg Foundation considers its funds as "seed money." The position of the San Diego Unified School District as second largest in California and tenth largest in the nation, plus the prestige of the district among educators, assured the foundation that a factual report on the successes and failures of the project's activities would be used by other large-city school districts. The district agreed to write a factual report which could be adapted by other districts.

The Rosenberg grant was used primarily to pay the project coordinator and a secretary. Since 1914 the San Diego Unified School District had been offering classes for adults; and at the time the Community Education Project was proposed, the district was spending approximately $270,000 per year for administrative and instructional facilities and salaries as well as for supportive services such as counseling and guidance in the southeast area.

Rosenberg funds were made payable to the San Diego Education Fund, a nonprofit corporation formed under California law for convenience in handling monies granted the San Diego Unified School District for experimental projects.

John F. Williams

Project Coordinator

Because of his personal, educational and professional background, John F. Williams was selected as project coordinator.

- A high school dropout, Williams returned to complete high school in Winston Salem, North Carolina; then after serving in the armed forces, used the G.I. Bill to earn a B.A. in political science from Tennessee State University in Nashville, and an M.A. in government from New York University.

- He gained insight into project area problems through five years of social casework with the San Diego County Department of Public Welfare.

- He was known and respected in the project area for services as a member of the Southeast Town Council and Southeast Y's Men's Club. The club named him "Man of the Year" in 1963.

- "I believed that the Community Education Project could show positive results in bettering home and community life in southeast San Diego," was his reply when asked why he had been willing to leave the well-paid civil service-secure position as supervising social caseworker with Welfare.

From the inception of the Community Education Project it was realized that the selection of an effective coordinator would be crucial to its success. "Capable," "imaginative," "persuasive," were among adjectives used to describe the person best fitted to direct the project. Further, it was essential that the coordinator be acceptable to the people he would serve. To this end, leaders of ethnic, religious and civic groups in the project area served on a committee to determine criteria for the coordinator's selection.

That the criteria agreed upon were sound has been proved by the activities and successes of the project under its first coordinator, John W. Johnson, who left after a year to head the San Diego Urban League, and his successor, John F. Williams. Both men are in their middle thirties, both have had first-hand experience with minority group problems, both hold graduate degrees, and both have social work backgrounds. Both are dedicated to the project's twin goals of "helping parents value the importance of education for themselves as adults, and for their children" and "enabling the community to assume responsibility for its own uplifting."*

*Quotes from coordinator's monthly progress reports.

Standing: Kenneth Imel, Dir. of Adult Ed., City Schools; Mrs. Mark Owens, past pres. 9th Dist. P.T.A.; project area ministers, Rev. Grandison Phelps, Jr., of St. Paul Methodist Church and Rev. Richard Schwitzgebel, Calvary Presbyterian Church; William Payne, Coordinator of Compensatory Ed., City Schools; Rufus Dewitt, Ex. Dir., Southeast Y.M.C.A.; Floyd McCune, San Diego Evening High School principal.

Seated: John F. Williams, Project Coordinator; C.A. Lewis, U. of Calif. Univ. Extension; Ralph Grove, Southeast Adult School principal; Carolyn Doolittle, Ass't. Dir., County Welfare Dept.; Cecilia Brennan, City Schools Guidance Dept.; Ione Ellis, project secretary.

Absent: Mrs. Sidney Goldhammer, past pres., League of Women Voters; Lt. Wm. Kolender, Police Dept.; Jean Shelton and Keith Truitt, Dept. of Employment; Nathan Jerald, Ex. Dir., National Council of Christians and Jews.

Citizens Advisory Committee

In addition to the considerable resources of the city schools, the project coordinator had the help of a Citizens Advisory Committee representing diverse interests in the San Diego community. Over the three years of the project, the committee evolved from a 12- to 16-member group to allow for absenteeism and to broaden representation.

Because the committee seated representatives from groups with similar goals of service in the project area (churches, Y.M.C.A., welfare and police departments), the monthly meetings uncovered areas for cooperation between the project and these groups as well as among the institutions represented. On an individual basis, too, committee members benefited the project by offering ideas for activities in addition to more specific aid, such as:

- Sponsorhip of two motion pictures to raise funds for child care.

- Arranging a TV showing of "The Negro and the American Promise" to promote the project and solicit funds.

- Contacting influential persons when welfare referrals to basic education classes declined.

- Recruiting volunteers to make home calls on persons who could benefit from further schooling.

Community Involvement

From its beginning, the Community Education Project involved the whole San Diego community. The idea for the project, in fact, can be credited to the Manpower Opportunity Committee, a group of citizens representing major organizations in San Diego. The committee, aware that adult school facilities were available--but underused by those most in need of education--printed and distributed a brochure promoting adult school attendance, with committee chairman J.D. Howard donating $400 for the experiment.

Measurable response from the brochure prompted the committee to confer with the city schools' director of adult education, and the Community Education Project was born of this conference. The Manpower Opportunity Committee served as an advisory group in working out details of the Rosenberg grant. A subcommittee, plus representatives from the project area, met to draft criteria for selecting the project coordinator.

As a measure of community involvement throughout the project, 51 individuals directly aided or advised the project; over 100 organizations, agencies and businesses contributed time and money to its activities.

WITHIN THE PROJECT AREA the project coordinator persuaded organizations to aid in promoting adult education and cultural activities. Examples:

- Southeast Town Council gave $250 to fund a brochure and sponsored an Adult Education Forum.
- Southeast Y.M.C.A. sponsored a brotherhood dinner.
- Churches promoted Adult Education Sunday.
- Neighborhood House and churches gave space for adult education classes.
- Girls' Club gave space for a creative dance class.

THROUGHOUT SAN DIEGO the project coordinator spoke before interested groups to solicit aid and searched out help from individuals. Examples:

- United Church Women donated $60 for project activities such as child care for adult students.
- State College sociology professors advised on interviewing and sampling techniques and questionnaire composition.
- The chairman of the Junior Chamber of Commerce cultural committee headed the project's little theatre.
- When school-administered tests proved welfare clients educable, the Public Welfare Department referred them to adult classes.
- Education sororities and State College groups volunteered as teachers' aides and house-to-house canvassers.

Project Activities

Because the Community Project's objectives as outlined in the original proposal to the Rosenberg Foundation (see page 5) aimed at educating the whole person, project activities fell into two general areas: (1) education and (2) community enrichment. Added to these activities was public relations, as the project coordinator contacted the wider community to promote the project. The fourth phase, the formation of parent participation classes in the project area, was an unexpected dividend that reaped tangible benefits to the parents and children of southeast San Diego.

Phase I: Education. During the first year of the project, emphasis was necessarily on education per se: persuading adults to seek further education and, once these adults enrolled in school, keeping them there. This remained a concern throughout the project.

Phase II: Community Enrichment. Early in the project the coordinator completed an extensive survey of the southeast area and determined that if goals of the Rosenberg Foundation grant were to be realized, the project must embark on a program of community enrichment. To this end, the coordinator attempted to involve the community in theatre and art promotions, in neighborhood beautification and library use. A class in "American Negro History" opened at a project area adult center to present more fully the role of the Negro in United States history.

Phase III: Public Relations. Moral support, active support and funds were needed from the greater San Diego community. The project coordinator joined community groups with like interests in an attempt to promote project involvement by these groups and by individuals within these groups. The coordinator also spoke before organizations to acquaint them with the project.

Phase IV: Parent Participation. Adult school parent-participation classes had been widespread throughout the San Diego City Schools but almost entirely lacking in the southeast area. The project recommended opening these parent-child classes in the project area and assisted the administration in opening them.

TO AID OTHER COMMUNITIES IN ACTIVATING COMMUNITY EDUCATION PROJECTS, THE FOLLOWING PAGES TELL HOW THESE MANY PROJECT ACTIVITIES WERE IMPLEMENTED, TELL HOW THE COMMUNITY RESPONDED, AND EVALUATE THE EFFECTIVENESS OF THE VARIOUS AND VARIED TECHNIQUES.

The minister, a respected individual at all levels of urban society, commands the utmost respect in the southeast area of San Diego. He is listened to; his advice is heeded. Because of this exalted position in the community, two ministers, one the president of a 23-church Ministerial Alliance, were charter members of the project's Citizens Advisory Committee.

,Reverend Homer Blackman, assistant minister of the Mount Zion Baptist Church, is a staunch supporter of the adult school program. Reverend Blackman returned to school to earn his eighth-grade certificate, graduated along with his wife from adult high school, and is now attending junior college.

1. MINISTERS OF CHURCHES IN THE PROJECT AREA SPONSORED "ADULT EDUCATION SUNDAY."

Action Taken: The Ministerial Alliance, a federation of church pastors in the project area, proposed an "Adult Education Sunday" and the project coordinator readily accepted. On a Sunday early in the project (March 31, 1963) ministers in 18 churches devoted part of their sermon time to stressing the benefits of an education, pointing out that adult classes were available, distributing schedules and brochures about the adult program, and setting up the mechanics for registering adults interested in returning to school. The project coordinator made a personal presentation at two services in one of the larger churches.

A second Adult Education Sunday was held February 9, 1964, to more nearly coincide with the start of the spring semester. Ministers other than those in the Alliance were asked to participate. Further, the project coordinator suggested that each church appoint an Education-Employment Committee of lay persons capable of counseling members in need of education and referring these persons to the adult school or to other agencies.

In September 1965, Catholic churches were contacted. While no Adult Education Sunday was planned as a coordinated effort, each church was urged to bring its members the adult education message and to distribute and post class schedules.

Community Response: The degree of competence and enthusiasm with which Adult Education Sunday was presented varied among the churches. Returns in terms of filled-out forms requesting educational information were negligible. However, when the project coordinator personally contacted persons who registered an interest in continuing their education, the majority of these returned to school.

Although it had been expected that the less educated ministers might view the prospect of better educated church members as a threat, some cooperated fully. Four ministers, with an average educational attainment of 5.2 years, enrolled in adult classes.

Evaluation: A message delivered from a pulpit is perhaps the most effective means of communicating with reasonably large numbers of project-area adults at one time. Adult Education Sundays alerted both ministers and church members to the desirability of an education as well as to the ready availability of classes.

The first Adult Education Sunday was a success; the second, not so successful. Apathetic response to the third attempt to involve ministers (September 1965) indicates that scheduling Adult Education Sunday simultaneously at all churches, with accompanying publicity and fanfare, is more successful than depending upon individual churches to promote adult education.

STANFORD ACHIEVEMENT TEST (INTERMEDIATE BATTERY)

for

DEPARTMENT OF PUBLIC WELFARE

ARITHMETIC		
Grade Placement	Frequency	Number
10-10.9+	X	17
9-9.9	XXX	61
8-8.9	XXXXXX	139
7-7.9	XXXXXXXXXXXX	311
6-6.9	XXXXXXXXXXXXXXXXXXXXXXXX	604
5-5.9	XXXXXXXXXXXXXXXXXXXXXXXX	585
4-4.9	XXXXXXXXXXXXXXXX	403
3-3.9	XXXXXXXXXXXXXXXX	405
2-2.9	XXXX	97
1-1.9		0
0-.9	XX	36
	Total	2658
	Median = 5.7	

WORD MEANING (Vocabulary)		
Grade Placement	Frequency	Number
10-10.9+	XXXXXXXXXXXXXXXXXXXXXX	552
9-9.9	XXXXXXXX	207
8-8.9	XXXXXXXXXXXXXXXX	442
7-7.9	XXXXXXXXXXXXXX	353
6-6.9	XXXXXXXXX	247
5-5.9	XXXXXXXX	222
4-4.9	XXXXXXXXXX	290
3-3.9	XXXXXXX	193
2-2.9	XXXXX	113
1-1.9	X	22
0-.9	XX	27
	Total	2668
	Median = 7.6	

PARAGRAPH MEANING (Reading)		
Grade Placement	Frequency	Number
10-10.9+	XXXXXXXXXXXX	301
9-9.9	XXXXXXX	193
8-8.9	XXXXXXXXXX	256
7-7.9	XXXXXXXXXX	251
6-6.9	XXXXXXXXXXXXXX	378
5-5.9	XXXXXXXXXXXX	314
4-4.9	XXXXXXXXXXXXX	365
3-3.9	XXXXXXXXXXXX	320
2-2.9	XXXXXXXX	210
1-1.9	XX	45
0-.9	X	23
	Total	2656
	Median = 6.1	

X = 25

Prepared by: Phillip F. Wick
Vice-Principal Southeast Adult School
Memorial Center

2. PUBLIC WELFARE RECIPIENTS WERE ENCOURAGED TO ENROLL IN ADULT SCHOOL.

Action Taken: Statistics from a Public Welfare Department sampling showed that the average schooling of those receiving General Relief and Aid to Needy Children was at the 7th grade level. Further, 41% of GR clients and 44% of ANC recipients had fair-to-excellent employment potential age-wise and health-wise. The obvious conclusion: undereducation plays a large part in their unemployment.

The project coordinator urged welfare's southeast branch to set up a cooperative program with the schools under which the Department of Adult Education would administer achievement tests to welfare clients and send the test results to the Public Welfare Department. Welfare would then refer clients who were mentally able to benefit from schooling to the adult school. After this program was inaugurated, a welfare class in basic education for unemployed fathers started in February 1964.

→ **Community Response:** At first, attendance in the unemployed fathers' class averaged 32 and other basic education classes had many welfare referrals. When the testing-and-referral program was transferred to the central welfare office, referrals dropped. The fathers' class was discontinued when enrollment fell to seven and other basic education classes suffered from lack of welfare cooperation.

Action Taken to Counter the Downward Trend of Class Enrollments from Welfare Referrals:

1. The project provided a questionnaire to be filled out by welfare clients taking achievement tests. The tester explains adult school facilities to the clients, and the questionnaires are used for follow-up personal contact.

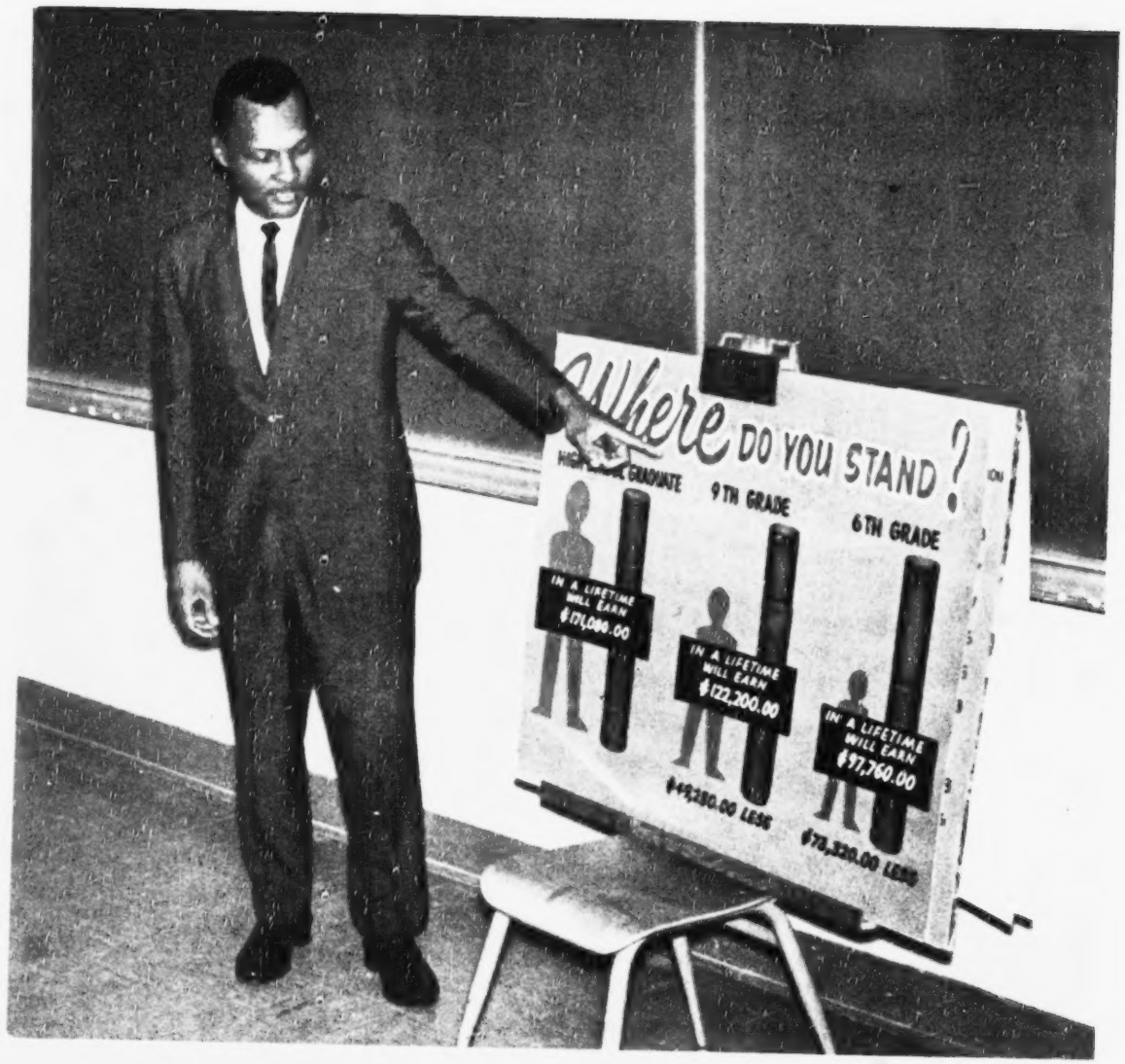
2. Members of the Citizens Advisory Committee contacted influential persons regarding the fall-off in welfare referrals to adult school.

3. The Department of Adult Education and the Department of Public Welfare jointly assigned an adult school teacher to part-time work with welfare to interpret test results, orient case workers to adult school opportunities, and assign clients to appropriate classes.

→ **Community Response:** Welfare clients are enrolling in increasing numbers in regularly scheduled classes; there are no longer classes specifically for welfare referees.

When compared to the number tested and found in need of schooling, however, there could be more referrals.

Evaluation: Physically and mentally able welfare clients are naturals for the adult education program, and their education benefits the entire community. However, if they are to return to school, a certain amount of pressure is necessary to foster attendance.



An evangelist of education, the project coordinator spoke before groups in the project area community, telling the benefits of an education and always seeking to convince the undereducated to return to school.

3. THE PROJECT COORDINATOR TOOK THE ADULT SCHOOL MESSAGE TO MANY GROUPS IN THE PROJECT AREA.

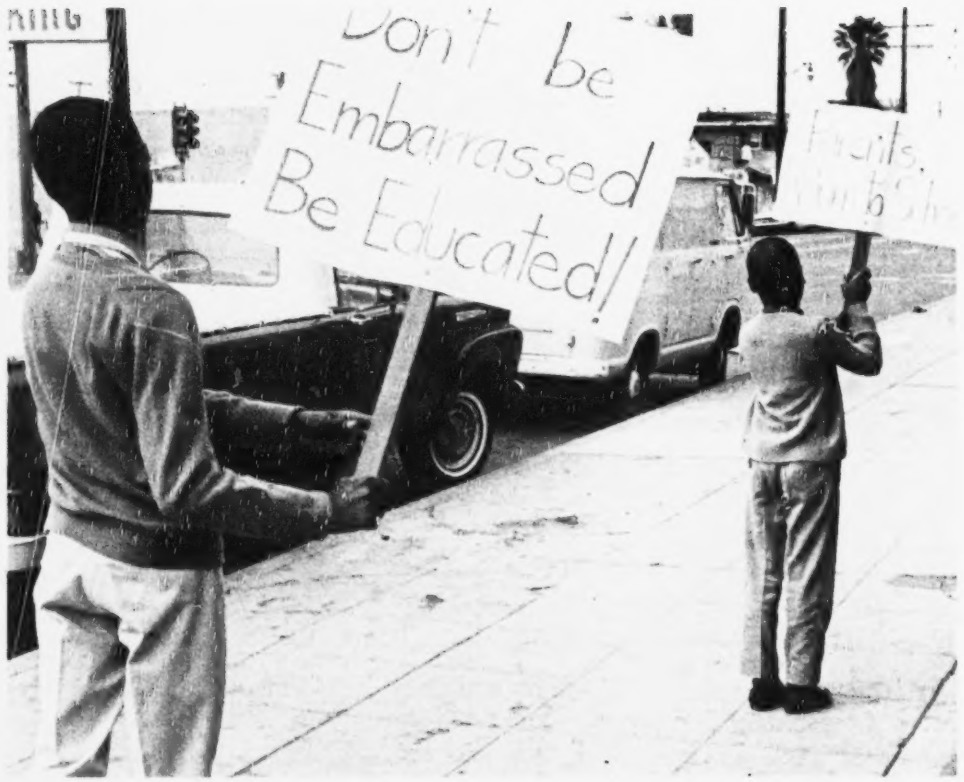
Action Taken	Community Response	Evaluation
Arrangements were made to speak before PTAs, church groups, service clubs and labor unions. At the beginning of the project these talks averaged almost one per day.	Attendance was good. Audiences were receptive. Some adults enrolled in school as a result of hearing the talks.	This activity was especially valuable at the start of the project. In time, numbers of speaking engagements declined from lack of new audiences.
The Southeast Community Council sponsored an Adult Education Forum in April 1963 at an adult center. The project coordinator gave a short presentation after which a panel of students answered questions concerning why they returned to school, problems, benefits, etc. Newspapers and 20,000 fliers distributed in area schools publicized the Forum.	Attendance was poor. The audience judged the format excellent; suggested it be used at other presentations and for a TV program.	Open, general meetings are not as well attended as regularly-scheduled meetings of an organization.
As an alternate to the panel presentation (above), the project coordinator developed visual aid posters to use during the talks. Economic consequences of an inadequate education were illustrated.	Adults frequently responded to the economic message contained in visual aids.	Use of hard-hitting visual aids is an excellent motivational technique.
Project coordinator contacted elementary school principals who asked him to speak to faculty groups.	Elementary school teachers, in many cases, were surprised to learn how extensive the adult school program was.	Teachers who know the extent of the adult program and who are convinced that education will aid parents will promote adult education during routine parent contacts.

4. THE PROJECT COORDINATOR REQUESTED THE COOPERATION OF MASS MEDIA IN PUBLICIZING THE NEED FOR ADULT EDUCATION.

Action Taken	Community Response	Evaluation
Publicity about adult education and pictures of adult class activities were given to both metropolitan and project area newspapers. Reporters were contacted with specific ideas for news releases and feature stories about project activities.	Metropolitan papers ran copy about the project, its activities, and the value of adult education. Project area papers promoted adult education with pictures and stories.	Results in terms of students gained is difficult to assess in an area of low newspaper readership. From the standpoint of cost, however, this is a worthwhile effort, particularly as it acquaints the wider community with the project and with project area problems.
The project coordinator moderated a TV presentation of "A Case for Adult Education" at which four volunteer students told why they returned to school and emphasized the need for schooling.	Many phone calls came to the adult school as a result of the television program.	Use of students with which undereducated adults can identify is a technique which is successful in any contact with prospective students in the project area.
Contact was made with an outdoor advertising company to secure "public service" billboard space to promote adult education in the project area.	No arrangements could be worked out.	Perhaps this media would be more cooperative in other cities.

5. PRINTED MATERIALS WERE DISTRIBUTED IN THE PROJECT AREA.

Action Taken	Community Response	Evaluation
During the projects' three years, three brochures linking education to job opportunities were printed. Some were distributed during back-to-school motivational talks and on Adult Education Sundays. Some brochures with questionnaires were sent home with elementary school children.	The adult school office processed many inquiries and enrollments after each brochure was distributed.	Such brochures are necessary, but their effectiveness is difficult to evaluate statistically.
Brochure #3 was designed by a project area artist; 35,000 were printed in color; 24,000 were sent to area residents by a mailing service. (See insert, back of report.) When mailing costs exceeded budget, the project coordinator solicited funds from businesses and from the community.	Mailing costs ($459) were defrayed from contributions; an extra $60 was collected and will be used for project activities. The first of an estimated 50 adults who returned to school as a result of receiving the brochure was employed by a firm which contributed $200 to the mailing.	Business firms will contribute to the project when they understand that educated, fully employed citizens benefit the whole community. Results from the brochure were excellent in reaching nonreaders and primary level students; high school level students also responded.
The San Diego Gas and Electric Company was asked to mail an enclosure with statements going to project area residents. The enclosure was designed to tell about the adult education program and encourage adults to return to school.	The company declined because it felt that pointing a finger at residents of the area as being in need of additional education would jeopardize its relations with CORE.	Utility bill enclosures are an inexpensive method of advertising the adult school program.
Class schedules were widely distributed in the project area through elementary school children, churches, beauty parlors, barber shops, liquor stores, etc.	Store clerks were willing to distribute schedules to customers.	Printed class schedules are proof to adults that the adult school program is available to them. Many students come as a result of these schedules.



SPREADING THE BACK-TO-SCHOOL MESSAGE

Top left. "Operation Second Chance" volunteers picket busy street in project area.

Bottom left. Ever the opportunist, the project coordinator used an abandoned signboard along a much-traveled street to promote adult school attendance.

Bottom right. A sound truck covered the southeast area, saying, "Adults, return to school!" in English and in Spanish.

6. THE PROJECT COORDINATOR EXPERIMENTED WITH TECHNIQUES AIMED AT DIRECTLY CONTACTING ADULTS AND PERSUADING THEM TO RETURN TO SCHOOL.

Action Taken	Community Response	Evaluation
As a follow-up to the TV panel presentation (page 20), volunteers were recruited and trained to make door-to-door contacts over a 180-block area to encourage adults to return to school.	Sources of enthusiastic volunteers included members of an education sorority, a project area Women's Civic League, teachers, and college and adult school students. Most adults contacted were cooperative, courteous, and surprised that anyone cared enough about their education to personally contact them.	Organizing such a campaign is an enormous task. However, personal contact was the most effective technique used during the project.
A public address system was mounted on a car and the project coordinator and two volunteers covered 80 per cent of the project area. Spanish was used in areas with a high concentration of Mexican-Americans.	Statistically, the results of the sound truck technique cannot be determined.	This technique was used twice during the project, since in terms of the time expended and the cost ($23) the effort seemed productive.
Under "Operation, Second Chance," placard demonstrations were organized to "picket" corners in low-income, low-education areas. Demonstrators handed out adult education brochures and gave interested persons questionnaires to fill out. Members of the adult school student body were recruited to volunteer as pickets.	Although only a few onlookers filled out the questionnaires, no one resented or rejected the pickets. Demonstration sites were reduced from five to one when inclement weather cut down number of expected volunteers.	This technique is well worth repeating. Volunteers recruited from other sources than the student body should be considered.

THERE'S SOMETHING NEW IN YOUR NEIGHBORHOOD!!

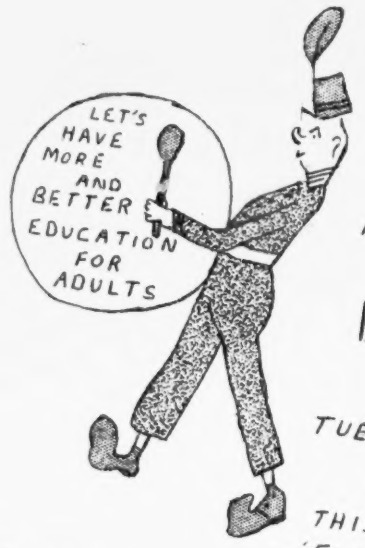
HERE'S YOUR CHANCE TO LEARN THE BASIC SKILLS

1. READING
2. WRITING
3. ARITHMETIC
4. GRAMMAR

COME TO STOCKTON ELEMENTARY SCHOOL ON TUESDAY AND THURSDAY NIGHTS FROM 6:30 - 9:30 P.M. FOR THIS NEW CLASS !!

CHILD CARE IS AVAILABLE FOR ALL CHILDREN 3 YEARS OF AGE AND OLDER. YOUR YOUNGSTERS WIT

CALL 234-2186 FOR INFORMATION.



BASIC EDUCATION

IS BEING OFFERED AT

BAKER SCHOOL

4041 T STREET

TUES. AND THURS. NIGHTS
6:30 - 9:30 P.M.

THIS IS A FREE CLASS FOR ALL ADULTS

LEARN AND REVIEW:

- ARITHMETIC
- PENMANSHIP AND WRITING
- SPELLING
- VOCABULARY
- READING

7. DECENTRALIZED CLASSES WERE OPENED AT AREA ELEMENTARY SCHOOLS EARLY IN THE PROJECT BECAUSE INADEQUATE AND EXPENSIVE PUBLIC TRANSPORTATION KEPT SOME ADULTS FROM ATTENDING CLASSES AT ADULT SCHOOL CENTERS.

Action Taken	Community Response	Evaluation
To determine which classes were needed and wanted, questionnaires were circulated through elementary schools. School nurses elicited like data during routine parent contacts.	Questionnaires at one school had a 10% return, considered excellent for this type of survey. Nurse contacts gave 100% response.	If personnel and time permit, personal contacts by a trusted and respected person will elicit maximum data.
Attractive fliers describing area class offerings were taken home by elementary school children.	Adults who would not have read newspaper articles publicizing the classes responded to flyers.	Mimeographed fliers printed on colored paper and using a minimum of simple words bring excellent results in relation to unit cost.
Evening classes were scheduled at six elementary schools: basic education at four, consumer education at one, Spanish at one, bookkeeping at one.	Enrollment in classes in basic education warranted their extension through the summer and the next school year. Bookkeeping and consumer education failed because of lack of attendance.	Near-home classes, when established after adequate research and given sufficient neighborhood publicity, attract students who lack transportation.
Child care at 25¢ per night was arranged. Audio-visual aids were used to help the adult in charge maintain order and to raise the children's horizons. Publicity about classes stressed child care availability.	Mothers were reluctant to bring children, and service was discontinued. Later, reinstatement was requested. Contributions from student body funds and from individuals and fund-raising projects made up deficits.	The nominal cost of child care weighed against the value of its enabling mothers to return to school recommends child care.
Daytime basic education and high school English and mathematics classes were opened at an area elementary school not readily accessible to public transportation.	Lack of attendance closed all classes at this facility.	Criteria for class site selection should include nearness to public transportation.

8. THE PROJECT COORDINATOR WORKED THROUGH PRIVATE EMPLOYERS TO ENROLL ADULTS IN SCHOOL.

Action Taken	Community Response	Evaluation
Letters, personal contacts and speeches to industrial relations groups asked employers to refer to the adult school those workers who could improve their job performance through better education.	Although employers seemed receptive, most limited cooperation to general promotion of adult education. Specific referrals were few since private employers dismiss inadequate workers while governmental agencies shy from singling out individuals as being in need of education.	Employers who are contacted will promote adult education by distributing class schedules, posting schedules and fliers on bulletin boards, and publicizing adult education in house organs.
Borrowing from the Chicago public schools' "Double E" (Employment-Education) program, the project coordinator persuaded a department store to instigate a like program. High school and adult school dropouts were sent to the store to be interviewed for part-time employment. Continued employment was to be on condition that the dropout return to school.	Management was willing to try the program, but the personnel manager was not satisfied with students sent for interview. After many interviews one student was hired. He promptly dropped out of school, and his employment was terminated. The program was not tried at other business establishments, partly because it was felt that it was damaging to the dropout to face another rejection situation.	The program takes considerable time and effort both in selecting, contacting and counseling dropouts and in contacting and convincing businesses. The limited success which can be realized (Chicago, a city of six million, placed 244 between August 1961 and November 1963) is not productive for a small staff.

1. THE PROJECT COORDINATOR AND THE ADULT EDUCATION DEPARTMENT PLANNED METHODS OF MAKING CLASSROOM INSTRUCTION MORE MEANINGFUL TO ADULT STUDENTS.

Action Taken	Community Response	Evaluation
Curriculum in all basic education and high school classes included job-getting techniques, grooming, and family living helps such as budgeting.	Differences in students' appearance and attitudes were evident after a few months of school attendance.	A student will remain in class when he feels his learning extends beyond the basic education three R's.
Recently developed integrated textbooks specifically for adults were purchased by the school district.		Textbooks and workbooks picturing adults in adult situations stimulate learning.
Teachers were selected on the basis of their understanding of and rapport with minority group students. An effort was made to recruit teachers from the project area. However, there was no attempt to hire teachers on the basis of race.	Records show that classes held at the same time, same place and in the same subject vary widely in attendance.	The personality, attitude and competence of a teacher affects an adult's willingness to remain in school.
The school district arranged for college-conducted in-service courses and conferences aimed at teacher understanding of minority groups.	Enrollment exceeded class size limits. Teachers gained a "clearer understanding of sub-cultural traits and the need for the assimilation of these traits."*	Teachers from the dominant middle-class culture become better able to teach minority students when they understand the reasons for their students' behavior patterns.
Because basic education classes contain students of heterogeneous abilities, teacher aides were recruited from San Diego State College. Aide volunteers were given orientation by the project coordinator.	A sufficient number of volunteers enrolled as aides. However, the program was not a success because of teacher resistance, the unreliability of some volunteers, and the difficulty of coordinating the program on a day-to-day basis with the small project staff.	A subsequent church-directed teacher-aide program in a project area elementary school using credentialed teachers succeeded. Complete cooperation from the staff of the participating school and experienced, mature and responsible aides made this program a success.

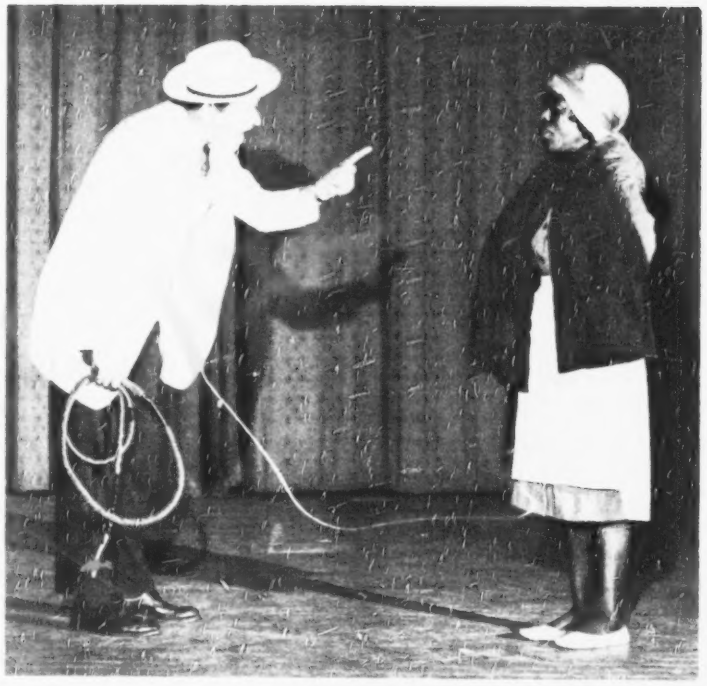
*Quote from a teacher completing an in-service course in "The Negro in American Society."

After three consecutive class absences, the project coordinator made home contacts to urge a return to school and to help solve attendance-preventing problems.

The Community Education Project urged hiring an additional half-time counselor with NDEA funds.

2. THE PROJECT COORDINATOR USED DIRECT CONTACT TECHNIQUES TO PERSUADE ADULTS TO REMAIN IN SCHOOL.

Action Taken	Community Response	Evaluation
Before the usual mid-semester drop in adult class enrollments, the coordinator talked to classes, stressing the economic consequences of undereducation. Visual aid charts were used.	For the first time in the history of the adult school serving the project area, mid- and late-term attendance suffered only a slight drop.	Adult students will remain in class in spite of the obstacles which develop (financial and personal problems, fatigue, etc.) if they are convinced that their efforts will be financially and personally rewarded.
Teachers were requested to furnish the coordinator with names and addresses of students absent from three consecutive classes. The coordinator made home contacts to encourage attendance and to counsel on personal problems preventing school attendance.	Many times, problems which had seemed unsurmountable were solved with the help of the coordinator's knowledge of community resources. Students expressed their appreciation at having someone concerned enough about their education to contact them.	Home calls by a sympathetic and knowledgeable counselor will stiffen an adult's resolve to remain in school. Home calls also acquaint relatives with the adult education program. Through these home talks, the coordinator was able to assess the strengths and weaknesses of the adult school program.
The project coordinator saw the need for more counseling as enrollments increased, and an additional half-time counselor was added to the staff through NDEA funds.	Almost immediate results were evident both in retaining and in promoting class attendance. Adults inquiring about school enrollment (particularly in high school subjects) were usually signed up for school after the counseling session.	Adequate counseling, particularly at the high school level, is an invaluable asset, especially in an area where more than the normal number of problems develop.



"Purlie Victorious," a farce with a civil rights theme, was produced by the Southeast Community Theatre with an integrated cast. The three-act play received excellent press reviews.

When the project coordinator compiled a community survey of southeast San Diego in 1963, he discovered "an almost total absence of organized cultural activities." That no group had mobilized the talent in the area for the concentrated effort necessary to form a little theatre or art group he attributed to the fact that the area's more basic problems of unemployment, undereducation and discrimination channeled community energies into combating these ills.

Partial proof of the validity of this thesis came when the project coordinator, following one of the basic precepts of the Community Education Project -- that of allowing the area to assume responsibility for its own uplifting -- attempted to recruit leadership for cultural activities from already-functioning organizations. There was no response among men's groups and lukewarm response from only one women's group.

Cultural leadership from within the project area did materialize when activities such as little theatre and art appealed to specific interests. Even so, the project coordinator and individuals living outside the project area gave more aid and direction to cultural activities than had originally been anticipated.

1. THE SOUTHEAST COMMUNITY THEATRE BROUGHT LITTLE THEATRE TO THE PROJECT AREA.

Project Activity: The Community Education Project was instrumental in forming a little theatre group in January of 1964. Prior to this time there was no organized theatre activity in the area. Area talent would appear with San Diego little theatre groups when plays with minority actors were cast but did not remain as active members of these groups.

Unexpected assistance came from the San Diego Junior Chamber of Commerce Cultural Committee which offered to extend its cultural-promotion program to southeast San Diego. When the Southeast Community Theatre was incorporated as a nonprofit venture, a Junior Chamber of Commerce committee member became its president. Board membership included the project coordinator as treasurer, a number of school-connected people, and representatives from the project area.

"Purlie Victorious" with an integrated case was produced in August of 1964 for three performances and again in October of 1964. Total attendance at the fall production was 400, many of these on complimentary passes. A year later, October 1965, two one-act plays by a San Diego County playwright were staged.

- continued

Goal of the theatre group is "to produce the best possible plays with nonprofessional staff and to provide the opportunity to anyone in the community to take part in any phase of live theatre." *

Community Response: The Southeast Community Theatre was the first successful attempt to involve an interracial group of adults in the project area.

Help and support of the school system was the backbone of the theatre's initial success. Efforts to strengthen the theatre from within the project community to enable it to survive without school or project backing have not been successful. From a membership high of 62, the majority of whom were financial supporters only, the theatre group currently consists of the project coordinator and seven board members. A total of $200 remains in the treasury.

The project coordinator is continuing to support the little theatre group and is working to recruit active board members. Plans for a fall 1966 production are in the play-reading stage.

As evidence that the Southeast Community Theatre has stimulated interest in an area with no previous history of little theatre activity, two other little theatre groups have been organized. After the theatre was formed, San Diego Junior College brought its production of "In White America" to the project area and played to a satisfactory audience.

Evaluation: When a little theatre group is formed in an area with the basic problems of unemployment, undereducation and discrimination, it can be expected that many years of help from dedicated professionals and volunteers from outside the area will be required before the theatre can be supported and sustained by people living in the area it serves.

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* From a membership folder distributed by the Southeast Community Theatre.

2. A CREATIVE DANCE CLASS WAS SUCCESSFUL.

Project Activity: A project-initiated class in creative (modern) dance was held from November 1964 to April 1965 at the Girl's Club. Since neither the Adult Education Department nor the City Park and Recreation Department could sponsor the class, the instructor agreed to accept 50¢ per lesson, per pupil, with the fee waived in unable-to-pay cases. Both a morning and an evening class were scheduled. The project prepared fliers to advertize the class.

Community Response: The Girls' Club furnished space for the class since it gave their dance instructor added income. The day class was dropped in January. At the request of the instructor, the evening class, with thirteen attending, was discontinued in April.

Dance pupils commented to the project coordinator that the discontinued class left a void in the community.

Evaluation: Dance classes can be of benefit to adults in the project area. However, they should be organized and financed by a public agency, possibly the City Park and Recreation Department.

<u>Right</u>. Charles D. Rucker, prominent in the organization of the project-encouraged Fine Arts Cultural Group, is well known as an artist and as a volunteer lecturer-demonstrator who brings art enrichment lessons to enthralled youngsters in southeast San Diego classrooms.

<u>Left</u>. Robert R. D'Hue (center, standing) is a European-trained artist who teaches introduction to art in the project area as well as in other adult school classes in San Diego. D'Hue now heads the Fine Arts Cultural Group.

3. ART CLASSES AND A FINE ARTS CULTURAL GROUP WERE ORGANIZED.

Project Activity:

A. When the project started, there were no "Introduction to Art" classes offered at a Southeast Adult Center as against eight at a center serving an area of similar population. (See page 3.) In the fall of 1963 a nonfee adult education art class was activated at a church located in a low socio-economic section of the project area. The class was publicized through fliers.

B. A year later in October 1964, an adult education art class opened at the Girls' Club. Fliers posted in stores, laundromats, etc., were used to stimulate enrollment by advertising that the class would be taught by a European-trained instructor.

C. With the project coordinator's encouragement, artists in southeast San Diego formed the Fine Arts Cultural Group in October 1964. Its initial exhibit at the Southeast District Welfare Building, February 28 through March 12, 1965, was well covered by the press. Four hundred invitations advised San Diego artists and art teachers, municipal officials and key people in the community of the showing. Color 35 mm. slides of the exhibit were taken for the use of teachers in the compensatory education program.

A second exhibit was arranged October 1965 in the lobby of the auditorium where the Southeast Community Theatre's one-act plays were being presented.

Community Response:

A. The church class was discontinued because of lack of attendance.

B. The Girls' Club class continued intermittently into the 1965 spring semester. Because of a drop in attendance, the class was moved to an adult school center in a higher socioeconomic area within the project community. Fliers sent home with elementary school children advertised the location change. First night attendance was 21.

C. The Fine Arts Cultural Group has continued to meet and plans a spring 1966 exhibit at the University of California Extension building in downtown San Diego. Artists in the group have worked with compensatory education classes, and the group as a whole is planning projects to aid these classes.

Evaluation: The energies necessary to organize area artists into a cohesive group were well worth expending. Such a group contributes to the area's self-pride through its exhibits. In addition, these artists benefit the compensatory education classes both as art resource persons and as examples of what project area persons can accomplish.

4. THE PROJECT COORDINATOR ATTEMPTED TO INCREASE LIBRARY USE.

The project coordinator's community survey showed that the two branch libraries in the southeast section of San Diego did not have a comparable circulation to libraries in areas serving a similar population. Further, the percentage of juvenile books circulated by southeast libraries exceeded the adult book circulation while in other areas the circulation of adult books was greater.

Library Use - June 1961 to June 1962

	Circulation	Adult	Juvenile	% Adult	% Juvenile
Valencia Park (southeast)	103,059	47,030	56,029	45.7	54.4
Logan (southeast)	50,220	21,224	28,996	42.3	57.7
East San Diego	144,568	84,341	60,227	58.3	41.7

Action Taken: The project coordinator conferred with the head city librarian, the heads of the two branch libraries, and the area's representatives on the library board, to discuss ways of encouraging greater use of library facilities, particularly on the adult level. The project coordinator suggested that the adult schools could:

- Put attractive placards in adult school offices.
- Plan more class visits to branch libraries.
- Instruct teachers and staff to urge adult school registrants to obtain library cards.

He encouraged the libraries to:

- Stage exhibits of community art and crafts.
- Cooperate with the Department of Public Welfare.
- Stock a greater number of books on Negro history.
- Make greater use of the area's newspapers to publicize library books and activities.

Community Response: Library representatives expressed interest but did little. Circulation figures for June 1964 to June 1965 were even more gloomy than those graphed above. A large part of this decline was attributed to budget-shortened summer library hours which caused a city-wide circulation drop of 10%. Significantly, the children's circulation in the Logan branch dropped less than 10%, a fact attributable to the compensatory education program in schools using this branch.

Evaluation: The project coordinator is convinced that some form of cooperation between the library and the project is desirable and has written Cleveland, Ohio, for details of a highly-successful plan carried out in that city's low-income districts. The compensatory education program's effect on juvenile circulation indicates that a concentrated effort by the project and the libraries could give like impetus to adult use of library facilities, which in turn would further encourage the children.

1. AN AMERICAN NEGRO HISTORY CLASS TAUGHT THE ROLE OF THE NEGRO IN THE U.S.

Action Taken: In the fall of 1964 an adult school class in American Negro history was set up in the project area. Although the project did not recommend the class, the coordinator helped locate a teacher and provided and located resource materials. Credit for high school graduation is given.

Community Response: The class has continued to date with an enrollment of 30+. The large majority of students are from the southeast area.

Evaluation: When classes of this type succeed in instilling a pride of race in minority group members, perhaps activities such as that outlined below will have a greater chance of success.

2. THE PROJECT COORDINATOR SOUGHT TO ESTABLISH A "HOUSE OF AFRICA."

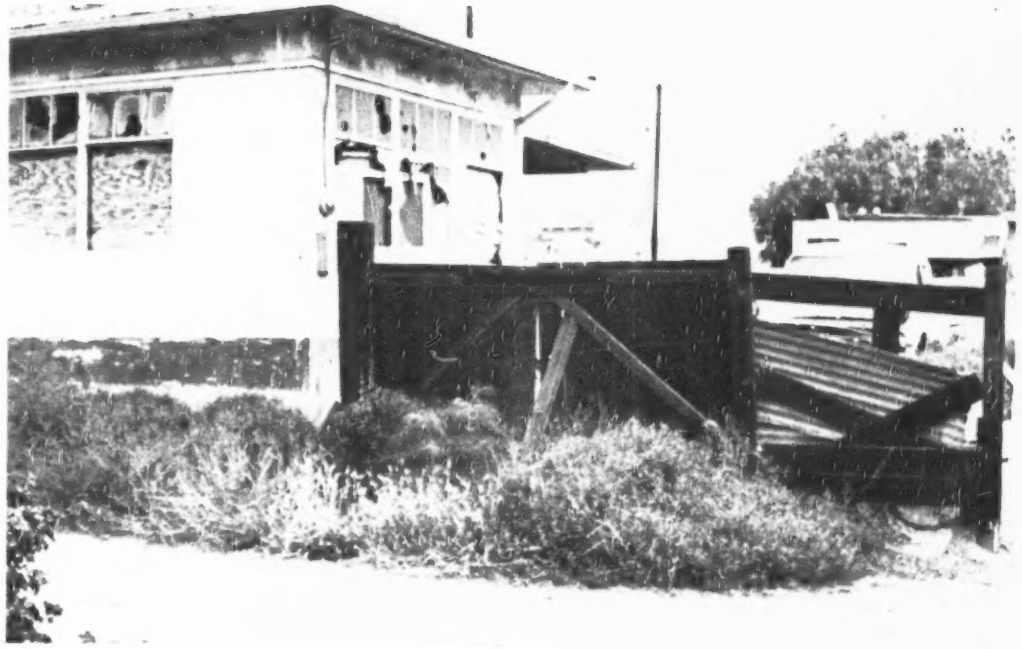
Action Taken: The project coordinator encouraged women's civic clubs to establish a "House of Africa" in a park complex where different ethnic groups staff cottages devoted to their cultures and crafts.

Community Response: After a flurry of preliminary interest the idea was abandoned because not enough volunteers could be found to staff a "House of Africa."

An independent group established an "Africa House" in the project area but this activity only survived a few months.

Evaluation: The area's Negro citizens with the time and money to give to volunteer work are not motivated to honor their ethnic background.

The southeast area is not ready to back a project of this type.



LEADERSHIP IN NEIGHBORHOOD IMPROVEMENT is needed in the project area.

Top left. A vacant and vandalized auto repair garage is a neighborhood eyesore.

Top right. This vacant rundown house (since demolished) is typical of neglect which neighborhood action can eliminate.

Right. Abandoned Navy housing has been demolished in response to pressure from area residents.

1. NEIGHBORHOOD IMPROVEMENT LEADERS ATTEND LEADERSHIP CLASS.

Action Taken: With unpledged funds, the project hired a part-time employee to promote neighborhood beautification. She went from house to house interviewing residents about attitudes towards neighborhood improvement and encouraging interested persons to attend a leadership class to learn techniques of organizing and managing a cooperative community venture. The adult school provided the class; curriculum included techniques of group leadership, parlimentary procedure, and public speaking.

Community Response: Ten persons who had never before considered themselves as leaders attended the class. Enthusiasm was high and progress notable, particularly in teaching these adults to express their ideas freely before a group. The class was discontinued when the project employee terminated.

Evaluation: The fact that even ten persons could be persuaded to attend class with the goal of participating actively in neighborhood improvement shows that the potential leadership is available but needs to be identified and encouraged.

2. LEADERSHIP IDENTIFICATION WAS TRIED THROUGH GROUP DISCUSSION.

Action Taken: During an evening Open House at an elementary school which had no PTA, parents were directed to rooms where group discussions were led by school sociologists. Discussion leaders encouraged parents to express both positive and negative thoughts about their child's schooling. Potential leaders among the participants were noted. It was planned that these identified leaders would be asked to attend a follow-up meeting where the project coordinator and the school principal would explain the need for help in improving the school, community relations, etc.

Community Response: Parents were hesitant to enter the discussion rooms but those who came talked freely. The school's administration received valuable guidance into problem areas; the participants were grateful to be "listened to." The follow-up meeting was not scheduled.

Evaluation: This experiment was tried during the project's initial push for adult school attendance, and there was not enough time for the small staff to schedule the follow-up session or to initiate group discussions at other schools. However, response to this activity indicates good potential when time and manpower permit.

As a panelist at an Equal Opportunity Conference held by the U.S. Navy Regional Finance Center in San Diego, John F. Williams, project coordinator, pointed out that "a lack of education on the part of many adults in the area of the city with a large minority group concentration represents an underlying cause for many of the attendant problems of the area..... the Community Education Project has developed techniques and methods aimed at getting adults to return to school."

Official U.S. Navy Photograph.

Phase III: Public Relations

Action Taken: The project coordinator's public relations job was two-fold: to encourage leaders and organizations in the southeast area to "adopt" the project and accept responsibility for community betterment; to solicit support from the greater San Diego community. A third, although relatively minor, public relations role was raising funds for project activities (brochure printing and mailing, baby-sitting, etc.) which neither Rosenberg nor school district funds could finance.

Community Response: As a result of personal contact and speeches before organizations, the groups listed below assisted the project by promoting education among members, financial contributions, or supporting project activities.

Project Area

Southeast Town Council
PTAs (11)
Women's Civic League
Y.M.C.A.
Y's Men
Newspapers (2)
Southeast Chamber of Commerce
Churches (20)
Southeast Ministerial Alliance
Loyal Buddies Club
Nonpartisan Citizens Committee for Better Government
Links, Inc.
Girls Club
Boys Club
School principals (16)
School staffs (11)
Prince Hall Masons
Rotary
Kiwanis

San Diego

San Diego Urban League, Inc.
Junior Chamber of Commerce
Department of Employment
Committee for Socially Handicapped
Adult Education Advisory Committee
Neighborhood House
Social Work Commission
Manpower Redevelopment Committee
Waiters and Bartenders Ass'n.
Churches (10)
California Ass'n. of Colored Women's Clubs
San Diego Chamber of Commerce
Sociology Dept. - San Diego State College
Department of Public Welfare
Public Library
City Planning Commission
Community Welfare Council
United Presbyterian Women
Boy Scouts
League of Women Voters

Council of Jewish Women
Citizens Interracial Committee
Naval Repair Facility
North Island Naval Air Station
11th Naval District Supply Center
Hod Carriers & Laborers Local Union #89
Alpha Phi Alpha Fraternity
Y.W.C.A.
Delta Gamma (teacher's sorority)
City Manager and the Mayor
Old Globe Theatre
Volunteer Bureau
Federal Civil Service
U. of Calif. Extension
United Church Women
TV channels (2)
CORE
9th District PTA
City Social Service Commission
Retail Clerks Union #1222
American Ass'n. of University Women

Benefit movies plus contributions solicited from individuals and business firms added $1,327 to the project's budget.

Evaluation: Public relations activities are time-consuming and extend the project coordinator's working day into the evening hours. However, the project's success depends in no small part upon the coordinator's ability as a project-promotor and speech-maker.

Through parent participation classes, parents learn to understand and guide their children. Children learn techniques of successful school experiences.

Phase IV: Parent Participation Classes, An Unexpected Dividend

Parent participation classes are part of the adult school program although class space is usually provided by an elementary school. The parent enrolls as a student to observe and aid her child and others in a pre-school environment. The child attends three nursery school sessions per week; the parent must participate as a school aide at one weekly session and attend an additional weekly class at which some phase of child behavior and guidance is discussed. The fee is $10 a semester.

When the Community Education Project was initiated, its principal aim was to motivate adults to enroll in basic education and high school classes. At this time, the spring semester of 1963, only two parent participation classes were scheduled in the project area, both at schools in the more affluent attendance districts. By contrast, the adult school serving a comparable population (see page 3) programmed six such classes.

Upon investigating philosophies and achievements of parent participation classes, the project coordinator learned that a parent's experiences in observing young children at play, working under teacher supervision, attending weekly child-study classes, and participating in parent-education workshops had a carry-home value. The benefits to be gained from parent participation classes, he felt, were in line with the project's goal of helping children through educating adults.

Thus, another project activity was added: motivating adults to attend parent participation classes.

Action Taken: At the request of the project coordinator, the adult education department started two additional project area classes in the fall of 1964, with the fee waived for a school in the poorest district. To publicize the classes, teen-agers were hired from project funds to distribute fliers door to door. Fliers were also placed at the southeast Public Welfare branch, and supervisors and caseworkers were briefed about the classes.

Community Response: By the third meeting, the two new classes had waiting lists. Two additional classes opened in November; five more by March. Parent participation classes have continued in the project area, with eight scheduled for the spring 1966 semester.

Evaluation: Objective evaluation of parent participation classes would involve following the children's progress through elementary school. However, continued popularity of the classes proves that they are meeting a need in the area. Some educators value parent participation classes over "Head Start" classes because in the former parents are required to participate. Any lasting changes in a child's development and attitude, they believe, depends upon parental understanding and encouragement.

ENROLLMENT AND ATTENDANCE COMPARISONS FOR SOUTHEAST ADULT SCHOOL

	School Year	* Full-time-Equivalent Students	Percentage in Relation to Previous Year	
	1961-62	503	- 3.6 %	
AVERAGE DAILY ATTENDANCE	1962-63	554	+ 10.14%	Project started 2/1/63
	1963-64	600	+ 8.3 %	
	1964-65	656	+ 9.3 %	
		Number Enrolled		
	1961-62	3,330	+ 9 %	
TOTAL ENROLLMENT	1962-63	3,341	+ .3 %	Project started 2/1/63
	1963-64	3,545	+ 6 %	
	1964-65	4,164	+ 17 %	
		Diplomas Issued		
	1961-62	62	- 27 %	
HIGH SCHOOL DIPLOMAS ISSUED	1962-63	71	+ 15 %	Project started 2/1/63
	1963-64	124	+ 75 %	
	1964-65	195	+ 57 %	

*A full-time-equivalent student is one student attending three hours a day for 175 days (one school year). All California school attendance is kept and reported on this average daily attendance basis.

Evaluation

Statistics Lacking

Objective, statistically-backed evaluation of the Community Education Project is almost an impossibility. The chart on page 44, showing a steady rise in adult school attendance from 1962, before the project began, until its ending in January of 1966 is an indication that the project was a success in terms of persuading adults to return to school. However, the charted attendance increase cannot be documented as being totally project-inspired. Observers can only suppose that the project had an effect on attendance.

Conversely, the attendance drop during the fall '65 - spring '66 school year is not "proof" that the project has become less effective. Competing War-on-Poverty classes set up under the Manpower Development Training Act and by community organizations, a rise in local employment, and the war in Viet Nam, all played a part in dwindling class attendance.

A significant comparison can be made between year-by-year ADA attendance figures and the number of eighth-grade certificates and high school diplomas issued by the adult school serving the project area. This number has seen a steady increase since June 1962.

	8th-Grade Certificates	High School Diplomas
June 1962 (before project)	35	62
June 1963	60	71
June 1964	74	124
June 1965	92	195
June 1966	* 133	187*

*Exact figures not available.

This healthy increase in actual graduations attests to the effectiveness of both motivational and retentive techniques used by the project coordinator. A large share of the credit also belongs to the counselors. With the increase in counseling time which the project was instrumental in securing, students are programmed more carefully. The increase in counseling hours also allows time for the counselor and the student to resolve problems which might have resulted in the student's dropping out of school.

Evaluating the "Evaluations"

Evaluations of individual project activities have been included in the "Project Activities," portion of this report (pages 13 to 43) in an effort to facilitate its use by other cities and school districts in the United States. These evaluations are largely subjective. Their sources are interviews with the project coordinator, adult school administrators, teachers and counselors, and members of the project's Citizens Advisory Committee.

One inescapable conclusion emerges from these evaluations:

THE MOST SUCCESSFUL MOTIVATIONAL TECHNIQUES INVOLVED PERSON-TO-PERSON CONTACTS. THESE INCLUDED:

- Persuading welfare recipients to attend school at the time that achievement tests were given.
- Taking the back-to-school message house to house.
- Having school nurses and teachers promote adult school during routine parent contacts.
- Home contacts to persuade adult school dropouts to continue classes.
- Counseling sessions prior to school enrollment as well as during school attendance.
- House-to-house recruiting of adults for leadership class with the aim of spearheading neighborhood improvement projects.

To contrast the results of person-to-person contacts with indirect methods of persuasion: Home calls on adults for the purpose of starting neighborhood improvement projects elicited enthusiastic interest followed by direct action (class attendance). A plea in a southeast San Diego community newspaper for letters on "What can be done to improve the community," received no response.

Teachers' Evaluations

The case studies below were reported by teachers of adult classes in basic education and English for the foreign born. Each illustrates the contribution the Community Education Project made to the family and to the community when an adult was motivated to return to school.

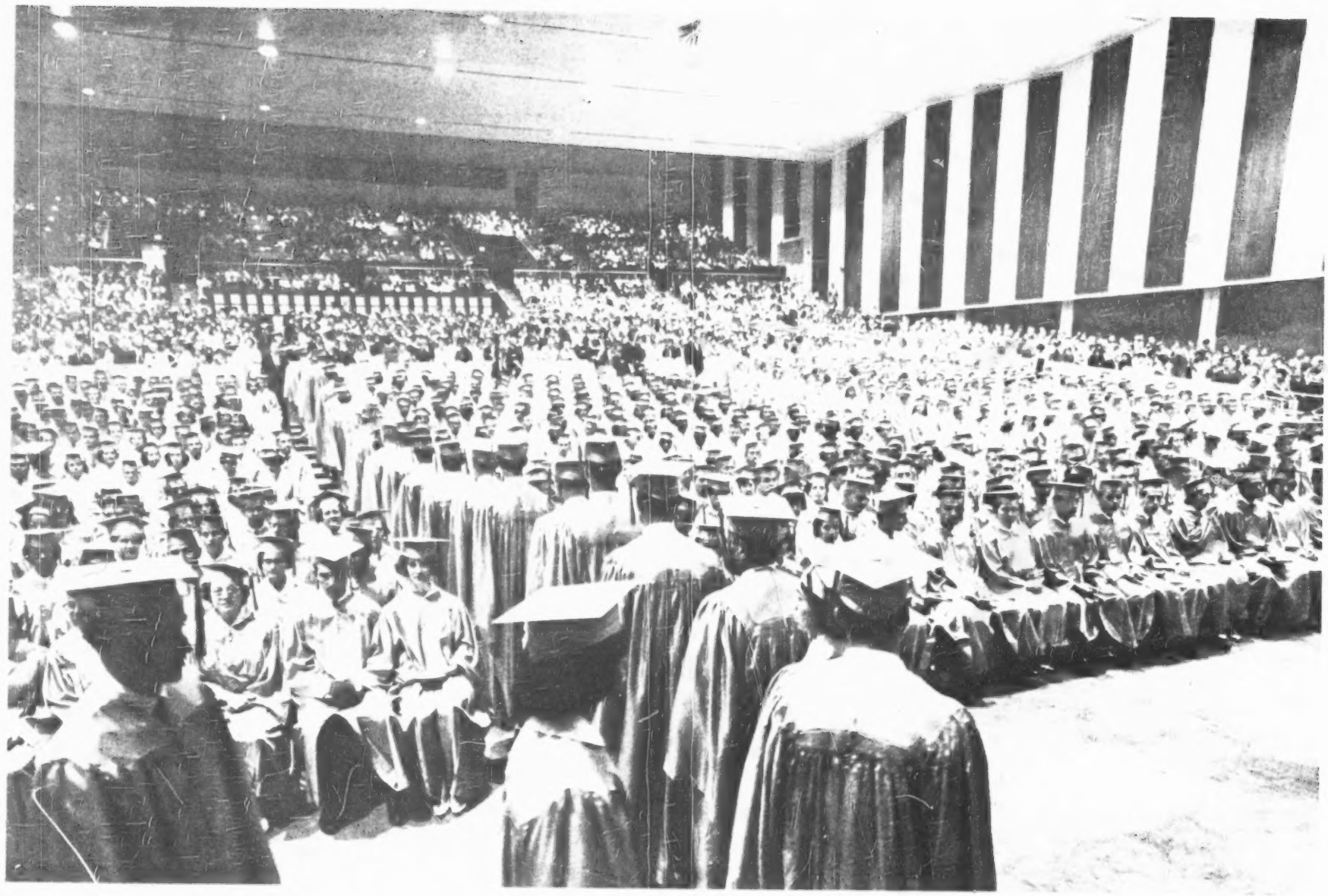
Case of L.A.: He had attended first grade when a child in Louisiana. Could not write his name legibly nor read one word when he entered class. He could not do any kind of arithmetic and started on 2+2, etc. with great difficulty at first. He was very much afraid he couldn't learn. After eight weeks in school, a total of 96 hours, he has a reading vocabulary of approximately 200 words; he can print sentences very well, putting in correct capital letters at the beginning of the sentences and for names; and he can add and subtract three-figure numbers, including "borrowing" and "carrying." He has lost his fear and has more confidence that he will be able to get his full education. Even though he is in his late forties, he is eager to learn so he can serve some group in his neighborhood.

Case of Mrs. A.S.: Mrs. A.S., 52, is now married for the second time and is raising a second family. She came to class rather depressed and felt inferior to her ten-year-old daughter because of the new mathematics. Her personal appearance was very bland and she had a negative attitude. She has since mastered fractions and now realizes that she is capable of learning and helping her children in mathematics. Her wardrobe hasn't changed (due to financial reasons) but she brightens her appearance with use of some jewelry and takes better care of her hair. The class gives her something to look forward to, and I'm certain her whole family felt the change.

Case of Mrs. H.W.: This student entered class with very low self-esteem, eyes lowered, and ashamed of being in an elementary class. I doubt if she would ever have gotten to the room if she had not been accompanied by a counselor. Her ability was quickly recognized by the teacher and the class. Success gave her confidence, and she served as room representative during a part of the semester, making excellent reports to the class after the meetings. She was a self-assured and proud person when she received her certificate. Her goal now is to finish high school with her granddaughter four years hence.

Case of Mrs. B.S.: Mrs. B.S. is Caucasian, 30 years of age. She entered school as a complete illiterate except for being able to write a very legible signature for her welfare check. However, she could not identify the letters in her signature after writing it. She attended 121 hours from January 12 to June 17, 1965. She had a ten-year-old daughter and tried to hide her own inadequacies from the child which became increasingly difficult. While attending class she gave evidence of meaningful learning. By the close of the semester she could identify numbers 1 to 100, do simple addition and subtraction, count money in limited amounts, read at first-grade level, and was especially good in handwriting.

- continued



San Diego Union-Tribune Photograph

Adult Education in San Diego celebrated its Golden Anniversary at the Civic Concourse in June 1965 with a mass graduation of 1,140 from the city's six adult high schools. Impressive in their gold caps and gowns, 195 of these graduates were from the Southeast Adult School.

The following case studies involve adults attending high school credit classes. Information was compiled by the project coordinator and adult school counselors.

Case of Mrs. E.S.: She is the only parent in a home with five children ranging in age from 9 to 18. In January 1964, when her children were old enough to be left alone, she enrolled in basic education classes. She told the counselor that her desire for an education was the result of conversations heard while riding the bus. She longed to converse as easily as did the people she overheard but realized that she must become educated in order to do so. In June 1964 she received her eighth-grade certificate, and in June 1966 she will graduate from adult high school at the same time her eldest daughter graduates from high school. During most of this time she has walked two and one half miles to and from classes and held two part-time jobs.

Case of Mr. E.D.: He was referred to the adult school as a result of a letter from the project coordinator to his employer (see page 26). He had been addressing supplies at a Naval installation. When the demands of his job were changed due to automation, his fourth-grade education was not equal to the new tasks. He returned to school even though many days after work he would come home and help his sick wife care for six small children before attending classes. He earned his eighth-grade certificate in a year and a half and was able to keep his job. The last time he was contacted by the project coordinator, he was attending high school classes and looking forward to eventual graduation with an attitude which can only be described as "jubilant."

Case of Mrs. S.H.: She has been known to Welfare since 1955, with "hostility to schooling" noted in her records almost from the first. Obese and lethargic, she nevertheless managed to bear four children, now aged 4 to 11. Although these children became school problems, she refused to discuss their behavior with school officials. In November 1964, ten years after she had dropped school at tenth-grade level, she was persuaded by Welfare to take the Stanford Achievement Test. Surprisingly she scored 10.3 word meaning, 7.6 paragraph meaning, and 6.0 mathematics. A home contact by an adult school teacher persuaded her to return to school; counseling time and attention succeeded in keeping her there. Academically her progress has been average. School has made a remarkable change in her attitude, however. She is reducing under medical care. For the first time she has established contact with her children's school, has admitted their difficulties, and is trying to work things out with school personnel. She is continuing her schooling with the goal of working in interior decoration.

Case of Mr. R.M.: He is Mexican-American, is 46 and a diabetic. When first tested by Welfare, his achievement was measured at below eighth-grade level, he was most insecure, and his motivation was low. After considerable persuasion he enrolled in the basic education program. In just one year he advanced three grade levels and is now reading at 11.1. After he realized that academic progress was possible, he became highly motivated and has set his goal at Junior College where he hopes to study for civil service examinations. His schooling has meant considerable sacrifice to his family of four children, since the family has an unmet need of $100 per month even with Welfare payments.

ELEMENTARY AND SECONDARY EDUCATION ACT BUDGET

Item	1965-66 Spring Semester Approved	1966-67 Request Elementary	1966-67 Request Secondary	1966-67 Total
Adults working for eighth-grade certificates - 15 hours per week, coaching, teaching, testing	$ 1,902	$ 3,675		$ 3,675
Adults working for high school diplomas (teaching time of half-time counselor)	6,370		5,700	5,700
Counselors: half-time Southeast half-time Midway (Incl. additive pay, $200 ea.)	7,500	5,430	5,430	10,860
Adult Education Specialist - full time	6,555	5,400	5,445	10,845
Work-Experience Counselor - full time, 1966-67 (Incl. additive pay, $200 ea.)	2,473		10,000	10,000
Total Certificated	24,800	14,505	26,575	41,080
Adults working for high school diploma - 2 clerks	4,510		9,180	9,180
Tests and test materials			200	200
Mileage for specialist and counselors		400	400	800
TOTAL E.S.E.A.	$ 29,310	$ 14,905	$ 36,355	$ 51,260

Confidence Expressed in Educators

Dr. Thomas Gillette of San Diego State College, working with two collaborators, presented a "Profile of Poverty" report to the San Diego Economic Opportunity Commission in January of 1966. The report was based on interviews with 361 persons in southeast San Diego, 19% of whom earned incomes of less than $1,000 per year.

Those interviewed were asked which of various professions they would most like to see running the poverty program. Educators, along with ministers, rated highest; welfare workers and politicians fared badly.

Dr. Gillette stated for this report that if the interviews had been conducted three years earlier, educators would not have been rated so favorably. He believes that the Community Education Project can take credit for playing a part in changing the attitude of the southeast community toward the schools, their teachers and administrators.

"Seed Money" Produces On-going Project

In accordance with the original agreement between the Rosenberg Foundation and the San Diego City Schools, funding for the Community Education Project ended January 1966. But, vindicating the Foundation's policy of granting "seed money" to potentially on-going projects, the Community Education Project is continuing under Public Law 89-10, Title II-b, The Elementary and Secondary Education Act of 1965.

Federal funds have been granted under the act for a stepped-up program for adults working for eighth-grade certificates and for high school diplomas. John F. Williams, reclassified as an Adult Education Specialist and now a city schools' administrator, continues the work started under the Rosenberg grant.

THAT THE OBJECTIVES AND SUCCESSES OF THE COMMUNITY EDUCATION PROJECT WARRANTED ITS EXTENSION AS A FEDERALLY FINANCED PROGRAM IS, IN ITSELF, A POSITIVE EVALUATION OF ITS WORTH TO THE CITIZENS OF SOUTHEAST SAN DIEGO AND TO THE ENTIRE SAN DIEGO COMMUNITY.

MANY OF THE SUCCESSFUL ACTIVITIES DEVELOPED AS A RESULT OF THE ROSENBERG PROJECT WILL CONTINUE TO BE A PART OF THE ADULT EDUCATION PROGRAM IN SAN DIEGO.

.....The cost of this report is paid by the Rosenberg Foundation.

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CONTINUING EDUCATION

There are
EDUCATION and TRAINING
opportunities for...
LEARN ADDITIONAL JOB SKILLS
COMPLETE 2 YEARS OF COLLEGE
EARN A HIGH SCHOOL DIPLOMA
"BRUSH UP" YOUR 3 R'S
EARN AN 8th GRADE CERTIFICATE
...adults in your Community

DON'T CHEAT YOURSELF
YOU CAN EARN MORE MONEY!

MORE EDUCATION MEANS MORE INCOME

National Average Earnings of Families – 1961*

Schooling of head of family:	Income
Less than 8 years	$3,279.00
8 years	4,772.00
1 3 years high school	5,644.00
4 years high school	6,302.00
1 - 3 years college	7,250.00
4 years or more college	9,264.00

*Report by United States Census Bureau

PROTECT YOUR JOB!

Prepare now to meet
higher requirements for employment
in the "60's"

Unemployment Rate Decreases
With Years of Schooling*

Schooling	Percent Unemployed March, 1962
Less than 4 years high school	7.2%
High School Graduates	5.1%
College Graduates	1.4%

*Special Labor Force Report, No. 30

PUBLIC SCHOOLS AND COLLEGES OFFER
EDUCATION AND TRAINING FOR ADULTS

Thousands of adults in the city and county of San Diego each year are upgrading themselves in courses offered in adult high schools and junior colleges. Instruction in these schools is geared to meet the needs of adults on every level of education, from review of elementary subjects through regular high school and junior college classes. Specialized courses in vocational guidance and vocational training are offered in many schools.

These public school programs for adults are usually offered without financial cost to students other than a charge for books and materials. Greater employability, job promotion, new careers are the rewards to those willing to spend their time and energy in self-improvement.

ONLY YOU CAN MEET THE JOB CHALLENGE
OF THE 60's!
NO ONE ELSE CAN DO IT FOR YOU

There is a program of education and training to meet your needs.
Call 233-7402 for additional information.
(Please refer to this brochure when calling)
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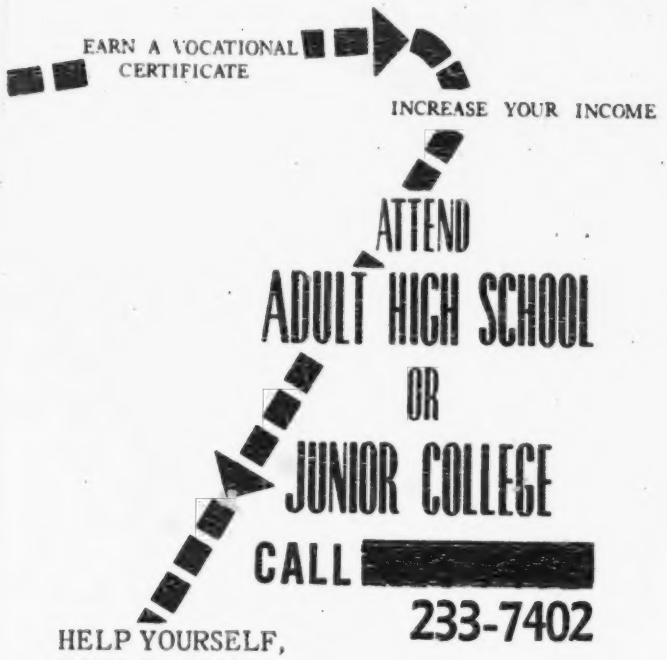

IT'S NEVER TOO LATE TO LEARN...
BUT IT CAN PROVE EXPENSIVE IF
YOU WAIT TOO LONG!

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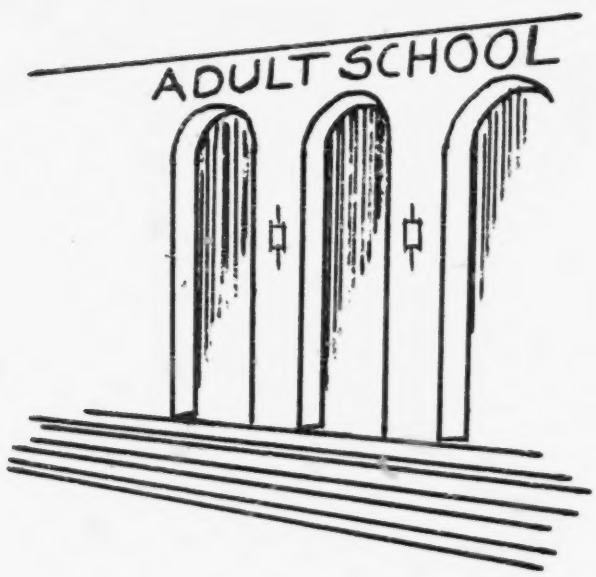
SOUTHEAST ADULT SCHOOL

STOP!

- **STOP**
  wasting valuable time!
- **STOP**
  missing opportunities!
- **STOP**
  to consider attending adult classes — daytime or evening!



- **CAUTION**
  prepare now for the future
- **CAUTION**
  this may be the *second chance* you have been waiting for
- **CAUTION**
  don't limit your earning ability

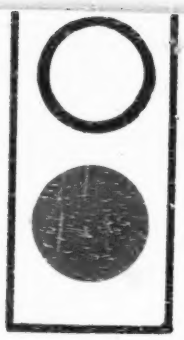
IT IS PURE ECONOMICS—
MORE EDUCATION MEANS
MORE INCOME

APPROXIMATE LIFETIME INCOME:

6th Grade Education . . . $ 97,000

9th Grade Education . . . $122,000

High School Graduate . . $171,000



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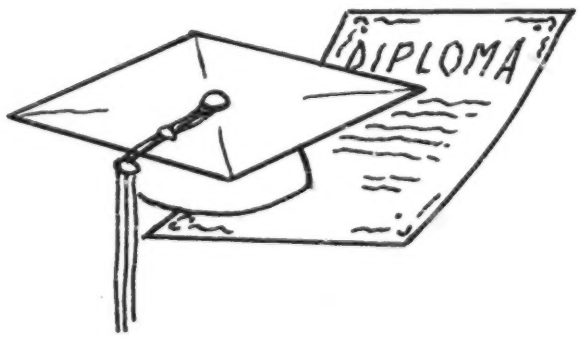
GO TO SCHOOL

- EARN A HIGH SCHOOL DIPLOMA
- COMPLETE 8th GRADE
- LEARN TO READ, WRITE, TO SPELL, TO DO ARITHMETIC BETTER
- LEARN ABOUT OUR GOVERNMENT AND OUR COUNTRY'S HISTORY
- BUSINESS EDUCATION CLASSES
- MANY OTHER ADULT CLASSES



FACTS YOU SHOULD KNOW

- THERE ARE SIX ADULT SCHOOLS IN SAN DIEGO
- AT THE BEGINNING OF 1965-66 SCHOOL YEAR, 16,000 ADULTS WERE ATTENDING THESE SCHOOLS
- ONE OUT OF EVERY SIX HIGH SCHOOL GRADUATES IN THE CITY LAST YEAR WAS AN ADULT
- AUTOMATION WILL REPLACE 2,000 EMPLOYEES PER DAY IN THE UNITED STATES
- MOST ADULT CLASSES ARE *FREE*

Phone or Visit

SOUTHEAST ADULT SCHOOL

Memorial Adult Center
2884 Marcy Avenue — 234-2186

Lincoln Adult Center
49th and Imperial — 262-8605

Morse Adult Center
6905 Skyline Dr. — 262-8658

Full details on classes and courses available will be given gladly.

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